

Writing Camp



Responsibility

Responsibility Writing Camp Overview

Welcome	<ul style="list-style-type: none"> -Students think about the meaning of responsibility. -Model thinking of being responsible and writing it on an index card. -Students find at least 3 other people (one at a time) and exchange ideas about responsibility. -Students write at least 3 ideas in Writer's Notebook.
Prewrite	<ul style="list-style-type: none"> -Do lesson 1 -Students do a quickwrite in Writer's Notebook. -Repeat with Lessons 2-3 in Writer's Notebook. -Introduce the prompt. -Invite students to select one of their quickwrites. -Remind students to think about their audience and their organizational plan (memoir, letter, etc.) before and while they draft.
Draft	<ul style="list-style-type: none"> -Students take prewrite and develop a draft. -Conference with students regarding the development of their ideas or organization of their writing. -Refer to expert models if needed.
Revision	<ul style="list-style-type: none"> -Read student work. -Select revision mini-lesson(s) for development of ideas or organization (refer to Revising & Editing Strategies). -Teacher models lesson. -Students apply learning to their work. -Students rewrite their draft with changes.
Edit	<ul style="list-style-type: none"> -Read student work. -Select editing mini-lesson(s) for conventions from Revising and Editing Strategies. -Teacher models lesson. Students apply their learning to their work. -Engage students in Clockwork Editing or The Convention Game -Students review feedback and edit their work. -Students write their final draft in Writer's Notebook.
Student Feedback	<ul style="list-style-type: none"> -Provide students with feedback using the holistic and analytic rubric. -Give students an opportunity to give feedback in their Writer's Notebook. Students list what they liked about Responsibility Writing Camp. Students list ideas about what they would like to see at the next Writer's Camp.

Writing Camp

Week 3: Lesson Plan for Writing Camp

Theme: Responsibility



Resources:



Demi	Various Authors	Various Authors	Chapter Books
<i>The Empty Pot</i>	<i>Too Many Tamales*</i> by Gary Soto	<i>A Day's Work</i> by Eve Bunting	<i>Stone Fox</i> by John Reynolds Gardiner
<i>One Grain of Rice</i>	<i>Martin's Big Words</i> by Doreen Rappaport	<i>Frederick</i> by Leo Lionni	<i>Did You Carry the Flay Today, Charley?</i> by Rebecca Caudill
Mark Teague	<i>The Paper Boy</i> by Dav Pilkey	<i>Brave Irene*</i> by William Steig	
<i>Pigsty</i>		<i>Only Passing Through</i> by Anne Rockwell	
<i>Baby Tamer</i>			
<i>The Lost and Found</i>			

*Titles available in Spanish



Brainstorm:

Teacher	Student Ideas
<ul style="list-style-type: none"> Tell students that the big idea for today's writing camp is responsibility. Ask students, "What are some ideas you have about responsibility?" "What do you think of when you think of responsibility?" "How can people be responsible?" Record student ideas on chart paper 	<ul style="list-style-type: none"> Generate ideas Share whole group

Lesson 1:



Text	Sample Guiding Questions for Read Aloud	Quick-write
<i>Brave Irene</i> by William Steig	<p>During: Why do you think Irene volunteers to take the dress to the duchess herself? When the wind is strong and the snow is falling harder, what choices does Irene have? How do you know? What choice would you make? Why?</p> <p>After: From whose point-of-view is the story told? How would you describe Irene? Why? Do you think Irene made the right choice? Why? What choice would you have made? What tools does the author use to tell the story? (i.e., dialogue, flashbacks, thought-shots, personification, etc...) What is the author really trying to say? Why do you think the author wrote this story? (Ask students to support their thinking with evidence from the text)</p>	<p>Have you ever had to do something that was hard, but that you knew was the right thing to do? Explain by turning and talking to a partner.</p> <p>Prompt: Write about a time when you made a hard choice.</p> <p>Teachers begin a quick-write, thinking aloud.</p> <p>Students do a quick-write in writer's notebook. (10-15 minutes)</p> <p>Students pair-share their quick-writes</p>
<p>With the students, find examples of where the author developed an idea. (Exploding the moment, snap-shots, thought-shots, show don't tell, etc...)</p> <p>Ask: <i>What are some interesting words, phrases or sentences that author used?</i> <i>Are there words that were used to create a feeling or picture in your mind?</i> <i>How did the author begin/end the story?</i></p> <p>Examples of developing an idea:</p> <p><i>By the middle of the pasture, the flakes were falling thicker. Now the wind drove Irene along so rudely she had to hop, skip, and go helter-skeltering over the knobby ground. Cold snow sifted into her boots and chilled her feet. She pushed out her lip and hurried on. This was an important errand.</i> (Exploding the Moment)</p> <p><i>She went shuffling through the snow. Would her mother understand, she wondered, that it was the wind's fault, not hers? Would the duchess be angry? The wind was howling like a wild animal.</i> (Thought-shot)</p>		

Lesson 2:



Text	Sample Guiding Questions for Read Aloud	Quick-write
<p><i>A Day's Work</i> by Eve Bunting</p>	<p>During: How does Francisco feel about his grandfather? How do you know? What did Francisco have to do to get the job for his grandfather? Would you have done that? Why?</p> <p>After: Which character taught you the most? Why? What did you learn from this character? How does one of the characters change? How do you know? What lesson does this story teach about life? What tools does the author use to tell the story? (i.e., dialogue, flashbacks, thought-shots, personification, etc...)What is the author really trying to say? Why do you think the author wrote this story? (Ask students to support their thinking with evidence from the text)</p>	<p>Have you ever learned a lesson about life because of a choice that you made? Explain by turning and talking to a partner.</p> <p>Prompt: Write about a time that you learned a lesson about being responsible.</p> <p>Teachers begin a quick-write, thinking aloud.</p> <p>Students do a quick-write in writer's notebook. (10-15 minutes)</p> <p>Students pair-share their quick-writes</p>
<p>With the students, find examples of where the author developed an idea. (Exploding the moment, snap-shots, thought-shots, show don't tell, etc...)</p> <p>Ask: <i>What are some interesting words, phrases or sentences that author used?</i> <i>Are there words that were used to create a feeling or picture in your mind?</i> <i>How did the author begin/end the story?</i></p> <p>Examples of developing an idea:</p> <p><i>He took his grandfather's cold, rough hand and smiled up at him. Abuelo was tall and skinny as an old tree. Already Francisco loved him. When there was money to spare they'd get him a jacket like Francisco's with sleeves long enough to cover his hands. And an L.S. Lakers cap like Francisco's too. (exploding the moment)</i></p> <p><i>Francisco sat by the window in huddled silence. He didn't wave to passing cars. He didn't raise his cap. He'd helped his grandfather find work. But in the end the lie had spoiled the day. His throat burned with tears. (show don't tell)</i></p>		



Lesson 3:

Text	Sample Guiding Questions for Read Aloud	Quick-write
<p><i>Too Many Tamales</i> by Gary Soto</p>	<p>During: Why did Maria take her mother's ring without permission? Have you ever done something like that?</p> <p>After: What challenges did Maria encounter? How did she deal with them? Have you ever had a similar experience? What is the story really about? Were you able to predict the story ending? From whose point-of-view is the story told? What tools does the author use to tell the story? (i.e., dialogue, flashbacks, thought-shots, personification, etc...) (Ask students to support their thinking with evidence from the text)</p>	<p>Have you ever done something you knew you shouldn't do? Explain by turning and talking to a partner.</p> <p>Prompt: Write about a time when you did something you knew wasn't right.</p> <p>Teachers begin a quick-write, thinking aloud.</p> <p>Students do a quick-write in writer's notebook. (10-15 minutes)</p> <p>Students pair-share their quick-writes</p>
<p>With the students, find examples of where the author developed an idea. (Exploding the moment, snap-shots, thought-shots, show don't tell, etc...)</p> <p>Ask: <i>What are some interesting words, phrases or sentences that author used?</i> <i>Are there words that were used to create a feeling or picture in your mind?</i> <i>How did the author begin/end the story?</i></p> <p>Examples of developing an idea:</p> <p><i>Maria's mother had placed her diamond ring on the kitchen counter. Maria loved that ring. She loved how it sparkled, like their Christmas tree lights. When her mother left the kitchen to answer the telephone, Maria couldn't help herself. She wiped her hands on the apron and looked back at the door. (snap shot)</i></p> <p><i>Danny was the youngest, so he didn't argue. He took a bite. Nothing. Dolores took a bite. Nothing. Teresa took a bite. Still nothing. It was Maria's turn. She took a deep breath and slowly, gently, bit into the last mouthful of tamale. (exploding the moment)</i></p> <p><i>She wanted to throw herself onto the floor and cry. The ring was now in her cousin's throat, or worse, his belly. How in the world could she tell her mother? But I have to, she thought. (thought shot)</i></p>		



Prompt: Write about a time when you were responsible.

Teacher Model	Turn-n-Talk	Pre-Write
<ul style="list-style-type: none"> Choose one quick-write to draft. Model 1-minute stream of thought. Choose a Pre-write strategy from Resources Model using the strategy to plan your piece from one of the quick-writes 	<ul style="list-style-type: none"> Students choose quick-write to draft Students do 1 minute turn-n-talk 	<ul style="list-style-type: none"> Students use pre-write strategy to plan their piece



Draft:

Teacher Model	Draft	Share
<ul style="list-style-type: none"> Teacher models how to go from pre-write to draft 	<ul style="list-style-type: none"> Students take piece through drafting process While students are drafting teachers hold conferences 	<ul style="list-style-type: none"> Students pair-share.



Revise:

Revision Mini-Lesson	Turn-n-Talk	Revise
<ul style="list-style-type: none"> Teacher shares first draft Students ask questions about what they would like to know more about Teacher models a revision strategy for developing ideas 	<ul style="list-style-type: none"> Students share pieces with a partner Students ask each other questions about what they want to know more about 	<ul style="list-style-type: none"> Students revise their draft using the modeled strategy.



Edit:

Edit for Credit	Edit	Peer Edit
<ul style="list-style-type: none"> Using TEA written composition samples (provided) teacher will guide students through the editing process in a game like format Students get a point for each error they find and correct Teacher gets a point for every error not corrected Focus on punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> Students individually edit for credit on their own papers Students will keep count of errors corrected 	<ul style="list-style-type: none"> Students trade papers with a partner and edit for credit Students keep count of uncorrected errors



Final Draft:

Teacher Model	Final Draft	Share
<ul style="list-style-type: none"> Teacher models how to begin final draft Stress legibility for audience (scorers) 	<ul style="list-style-type: none"> Students craft their final draft 	<ul style="list-style-type: none"> Students pair-share and celebrate their final drafts. Using the kid-friendly rubric, students will score each others papers

